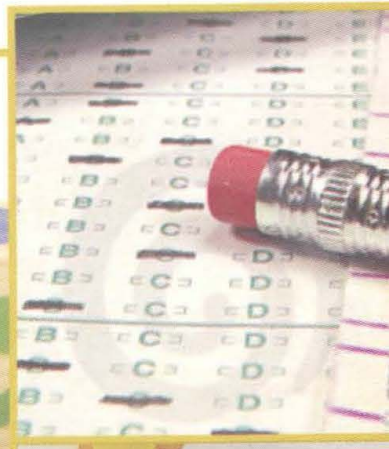
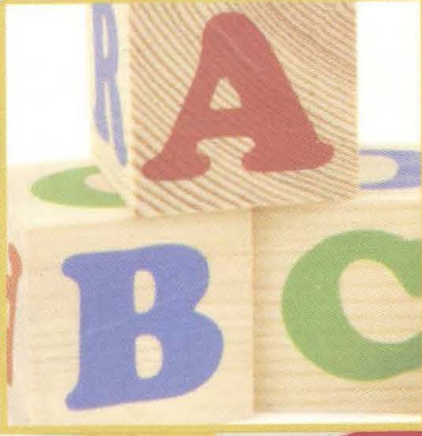
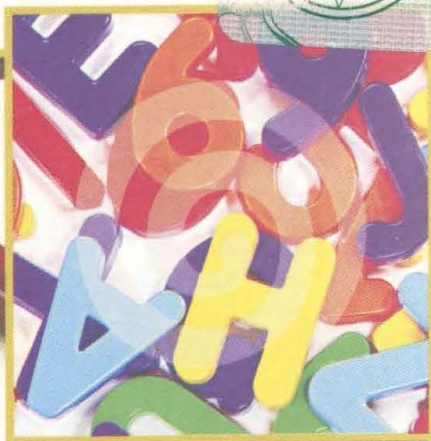
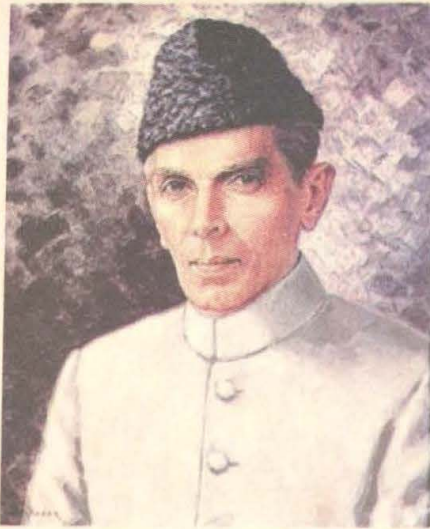


2

ENGLISH





"Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advance in education, not only shall we be left behind others but may be wiped out altogether."

(September 26, 1947, Karachi)

Quaid-e-Azam
Muhammad Ali Jinnah
Founder of Pakistan

قومی ترانہ

پاک سرزمین شاد باد کشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مرکزِ یقین شاد باد
پاک سرزمین کا نظام قوتِ اخوتِ عوام
قومِ ملکِ سلطنت پائندہ تابندہ باد
شاد باد منزلِ مُراد
پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی شانِ حال جانِ استقبال
سایہٴ خدائے ذوالجلال

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ENGLISH

2



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Authors :

- Shahida Rasul
- Sameera Faisal
- Mariam Bashir
- Rubina Kamal
- Ayesha Mansur

Editor :

- Rafiq Mahmood

Published by: Asian Traders, Lahore.

10541

Printed by: Saqib Aman Art Press, Lahore

Date of Printing	Edition	Imprssion	Copies	Price
March 2010	2nd	7th	68,000	22.00

I know my alphabet

Capital and small letters



Aa Bb

Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Activity-1

Write small letters in the boxes.



C

G

K

O

S

W

A

D

H

L

P

T

X

B

E

I

M

Q

U

Y

F

J

N

R

V

Z

Activity-2

Write capital letters in the boxes.



<input type="text"/>	a	<input type="text"/>	b	
<input type="text"/>	c	<input type="text"/>	d	<input type="text"/>
<input type="text"/>	e	<input type="text"/>	f	<input type="text"/>
<input type="text"/>	g	<input type="text"/>	h	<input type="text"/>
<input type="text"/>	i	<input type="text"/>	j	<input type="text"/>
<input type="text"/>	k	<input type="text"/>	l	<input type="text"/>
<input type="text"/>	m	<input type="text"/>	n	<input type="text"/>
<input type="text"/>	o	<input type="text"/>	p	<input type="text"/>
<input type="text"/>	q	<input type="text"/>	r	<input type="text"/>
<input type="text"/>	s	<input type="text"/>	t	<input type="text"/>
<input type="text"/>	u	<input type="text"/>	v	<input type="text"/>
<input type="text"/>	w	<input type="text"/>	x	<input type="text"/>
		<input type="text"/>	y	<input type="text"/>
			z	<input type="text"/>

Activity-3

Write the missing small letters in the blank spaces.

<input type="text"/> b <input type="text"/>	<input type="text"/> e <input type="text"/>	<input type="text"/> h <input type="text"/>	<input type="text"/> k <input type="text"/>
m <input type="text"/> o	p <input type="text"/> r	s <input type="text"/> u	v <input type="text"/> x
<input type="text"/> z			

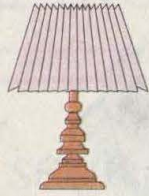
For the Teacher:

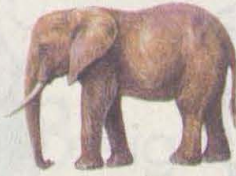
- The children should be asked to practise writing capital and small letters in their notebooks.
- They should be given practice to write by dictation.

Activity-4

Write the first letter of the name of each picture. Use small letters.





















































Activity-5

Put the words under the right picture:

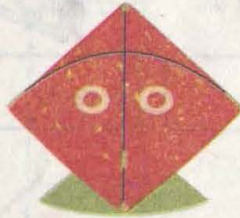
cup , box , comb , glass







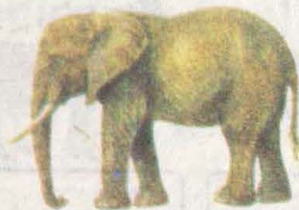
umbrella , apple , star , kite







banana , bird , rose , elephant







For the Teacher:

- The children have already learned the vocabulary through pictures in the Primer. This lesson is a revision of the sound of each letter of the alphabet.
- Tell the students that the sound of "C" is like that of "K" in words like cat, can, etc.
- Intensive practice in the correct pronunciation of words should be provided to the children.

Numbers 1-10: Figures and Words

1 one

2 two

3 three

4 four

5 five

6 six

7 seven

8 eight

9 nine

10 ten

Activity-6

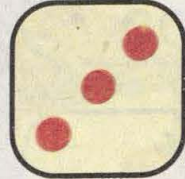
Number

Word

Picture

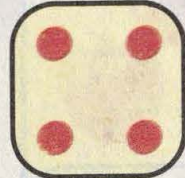
3

one



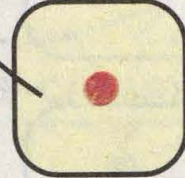
4

two



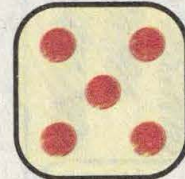
1

three



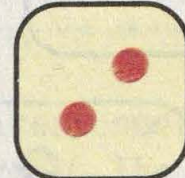
5

four



2

five



For the Teacher:

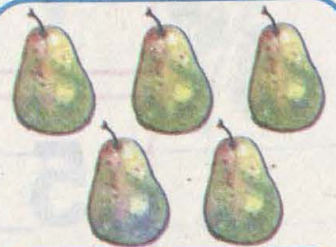
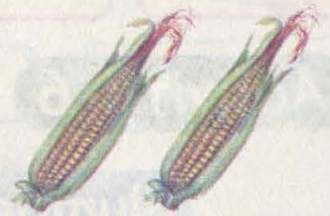
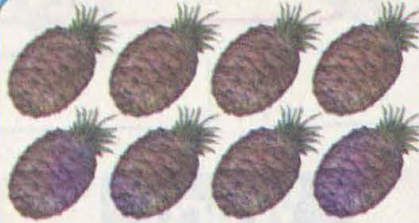
- The students should be asked to match the number in column I with the word and then with the picture as shown in example.

Activity-7

- Count the number of objects.
- Write the number in figures.
- Now write the number in words as shown in the first picture below.

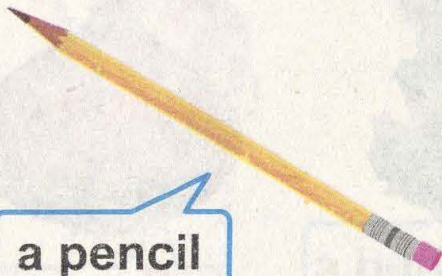


1 one



Read and Write

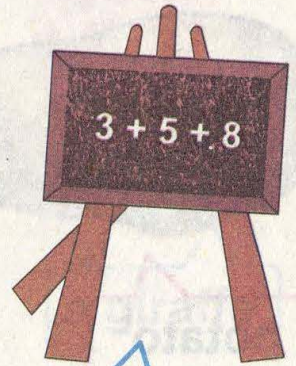
Learn to use "a" and "an"



a pencil



an owl



a blackboard



an inkpot



a bag



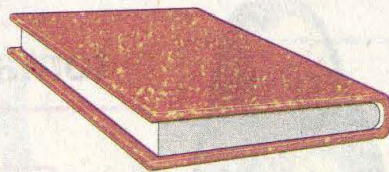
a table



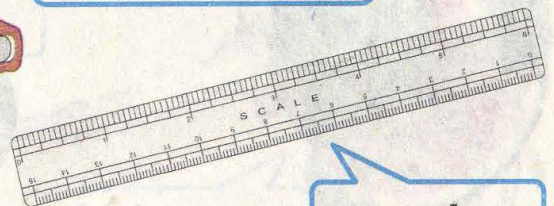
an ice-cream



an apple



a book



a ruler

For the Teacher:

- Use "a" before each word which begins with a consonant and "an" before a word beginning with a vowel sound. The students should write these words in their notebooks with "a" or "an".
e.g. a bag, an owl.
- Use maximum vocabulary from the classroom and surroundings, making use of words which are the same in English and in Urdu.

Fruits and Vegetables



potato



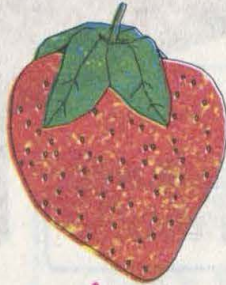
cauliflower



onion



grapes



strawberry



carrot



tomato



water-melon



pear



banana

For the Teacher:

- Ask the students to name vegetables and fruits in the pictures.
- The children will be encouraged this way to respond to the teacher actively.

Animals



a camel



a buffalo



a giraffe



a donkey



a lion



a bear

a zebra

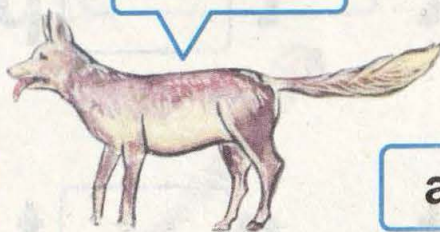


a rabbit



an elephant

a fox



a cow



For the Teacher:

- Help the children to learn as many names of animals as possible.
- Direct the students towards using all four learning skills i.e. listening, speaking, reading and writing.
- Ask each child to tell the name of his / her favourite animal.

Activity-8

Fill in the missing vowels.

Read the words and write them in your notebook.

sound/a/

c t

b t

c p

sound/e/

h n

p n

d n

sound/i/

p n

t n

f n

sound/o/

p t

t p

c t

sound/u/

h t

n t

c p

For the Teacher:

- Use sound of /a/e/i/o/u/ in different situations.
- Help the children to fill in correct letters in the blanks.
- Pronunciation of the word may be provided through group or pair activities.

Activity-9

Read and write the words with "a" or "an"

Examples: a hen , an egg



____ frog



____ ant



____ cat



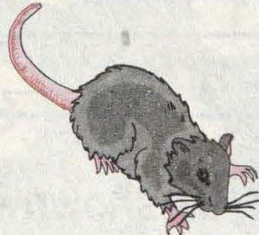
____ egg



____ star



____ igloo



____ rat



____ owl



____ elephant



____ ice-cream



____ pen



____ zebra



____ bag



____ umbrella



____ book

Activity-10

Write the name of the object.



an _____



a _____



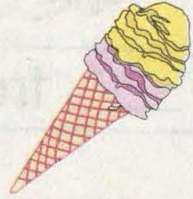
an _____



an _____



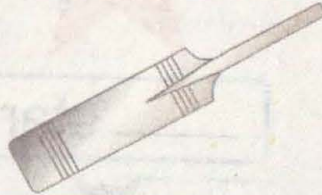
an _____



an _____



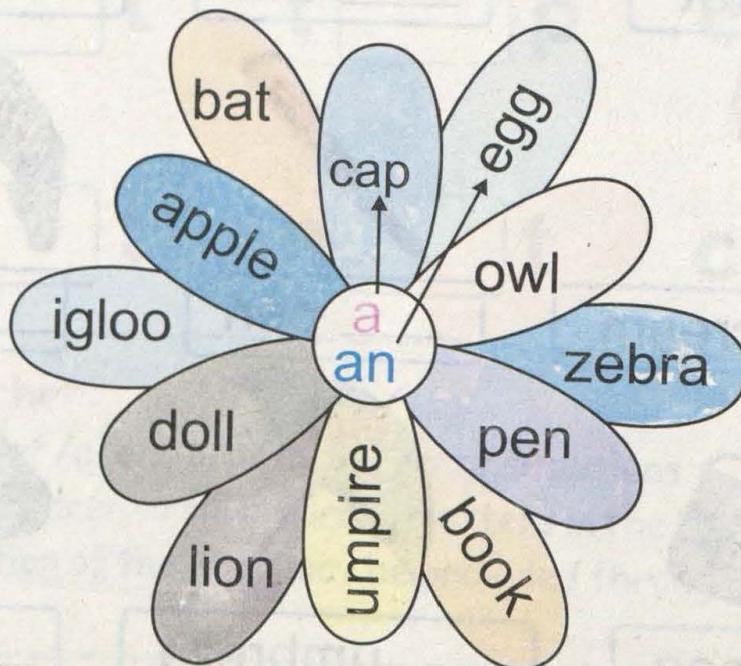
an _____



a _____

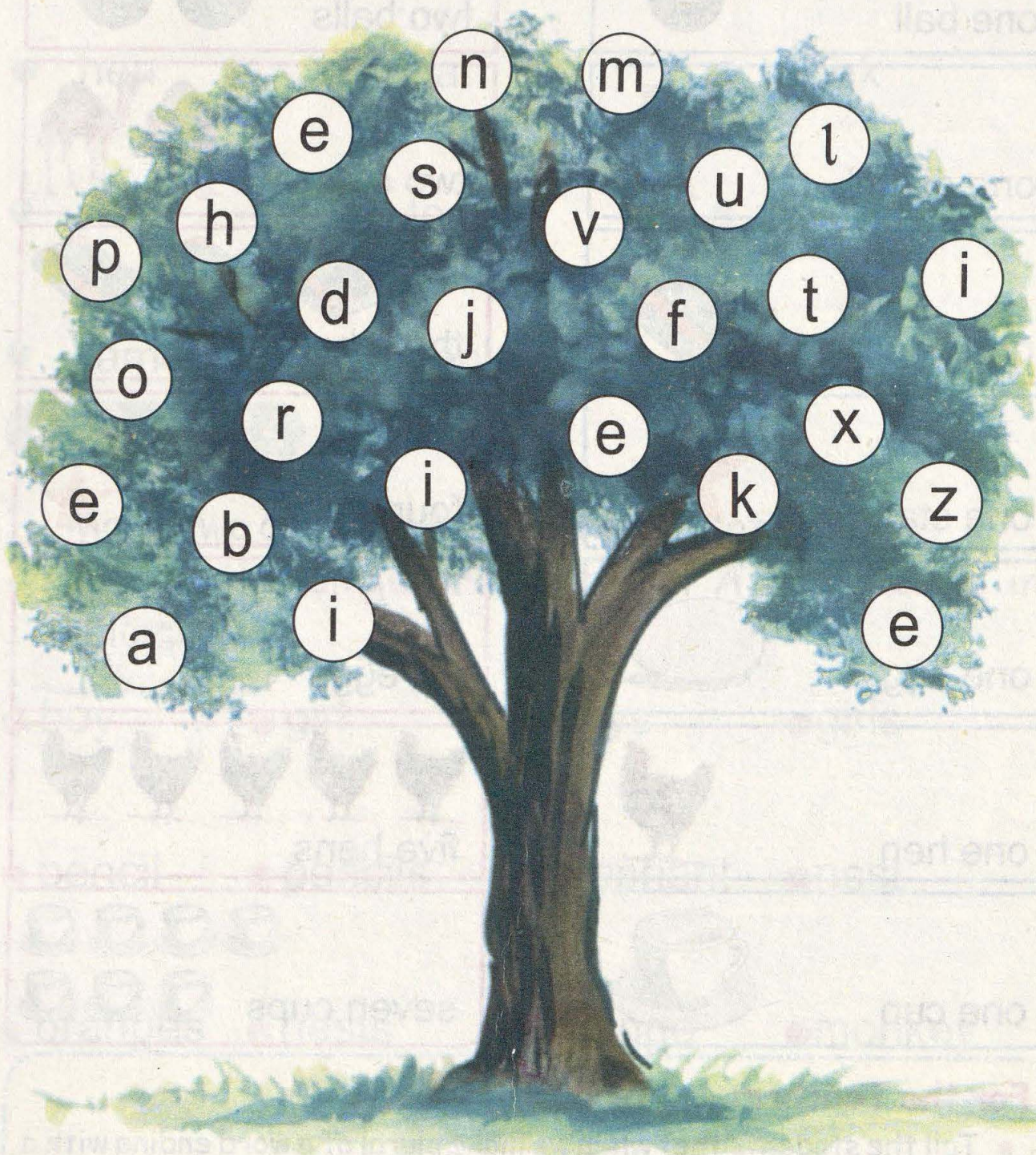


a _____

Activity-11Join words with a or an as shown in the example.

Activity-12

Colour vowels in yellow and consonants in red.



Singular Singular means one : *a boy, a girl.*

Plural Plural means more than one : *two boys, two girls.*

SINGULAR

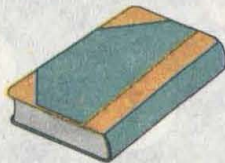
one ball



one camel



one book



one star



one egg



one hen



one cup



PLURAL

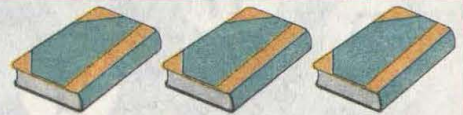
two balls



two camels



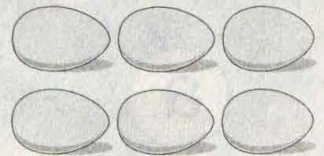
three books



four stars



six eggs



five hens



seven cups



For the Teacher:

- Tell the students that when we make plural of a word ending with a consonant we just add "s" to it.

Activity-13

Write **plurals** for these words. Say the plural and copy the word in your notebook.

- bat
- banana
- top
- hen
- cat
- book
- pen
- toy
- ball
- camel
- apple
- egg

Activity-14

1. Make two columns A and B in your notebook.
2. Put all the **singulars** in column A and **plurals** in column B.

- boy
- girl
- boys
- girls
- pencil
- pencils
- elephant
- nest
- oranges
- nests
- orange
- monkey
- cats
- monkeys
- cat
- elephants

Counting: eleven to twenty

11 eleven



12 twelve



13 thirteen



14 fourteen



15 fifteen



16 sixteen



17 seventeen



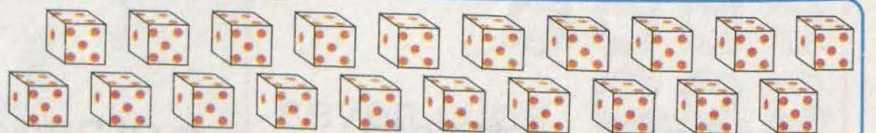
18 eighteen



19 nineteen



20 twenty



For the Teacher:

- The children should practise the writing of numbers (up to 20) in words.

Activity-15 Match numbers with words.

11	twelve	16	eighteen
12	eleven	17	sixteen
13	fifteen	18	seventeen
14	thirteen	19	twenty
15	fourteen	20	nineteen

Activity-16 Write in words.

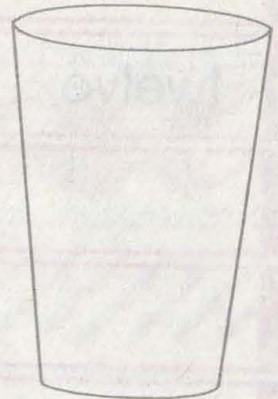
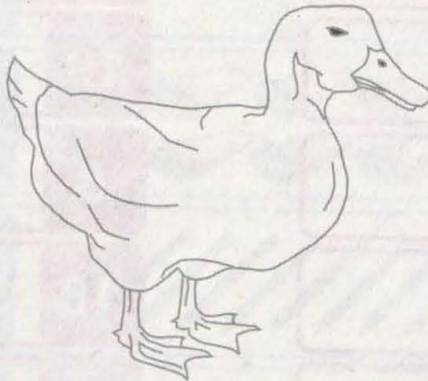
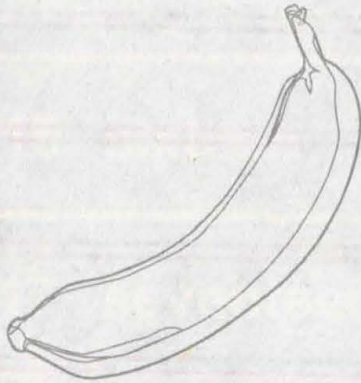
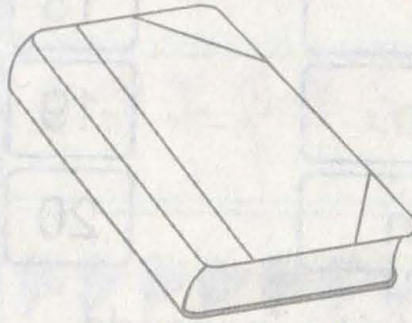
2		9	
12	twelve	19	
3		8	
13		18	
4		7	
14		17	
5		11	
6		20	
16		15	
1		10	

Activity-17

- Colour each picture.
- Write the name of the object in the box under each picture.



apple



5

6

9

Colours

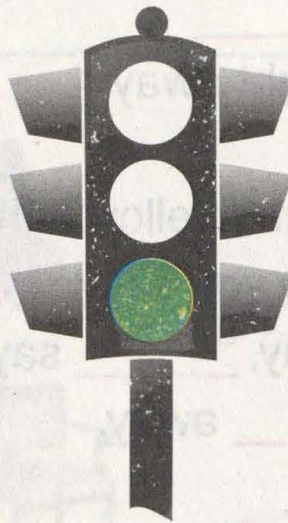
Red light, red light
What do you say?
I say, I say
Stop right away.



Yellow light, yellow light
What do you say?
I say, I say
Start right away.



Green light, green light
What do you say?
I say, I say
Go right away.



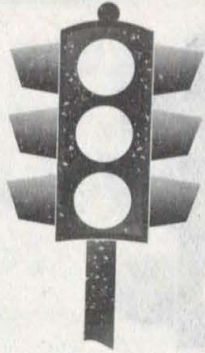
Thank you, thank you
Red, yellow, green
Now I know
What traffic lights mean?

For the Teacher:

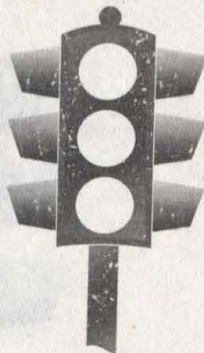
- New vocabulary has been introduced here.
- This poem can be used for many purposes such as: teaching rhyme, new vocabulary, conversation, creating traffic sense.
- The students should learn the poem by heart.

Activity-18

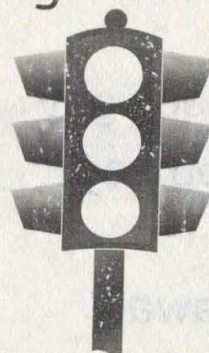
Colour the traffic lights.



stop



wait



go

Activity-19

Write the missing words.

Red light, _____ light

What do you _____?

I say, I _____

_____ right away.

_____ light, yellow light

_____ do you say?

_____ say, _____ say

Start _____ away.

Green light, _____ light

What _____ you say?

I say, I _____

Go right _____.

For the Teacher:

- Help the students to fill in the missing words.
- As they do so, explain to the students the use of these colours and tell them about traffic rules as well.

This is

This is a cat.



This is a bat.



This is a dog.



That is

That is a ball.



That is a basket.



That is a book.



Activity-20

This is a girl.



That is a boy.



_____ is a chair.



_____ is a table.



_____ is a car.



_____ is a bus.



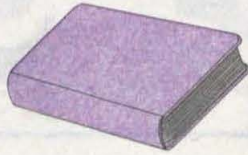
For the Teacher:

- Objects nearby using "this " are indicated by a finger pointing downwards while objects farther away are indicated by a finger pointing straight.

Activity-21

Tick (✓) the correct name for each picture and complete the sentence with **this** or **that**.

1. What is this?



_____ is a (ball , ring , book).

2. What is that?

_____ is a (bell , chair , star)



3. What is this?



_____ is a (house , umbrella , stick).

4. What is that?

_____ is a (cake , mango , nut).



5. What is this?



_____ is a (jug , bottle , glass).

6. What is that?

_____ is a (hen , rat , cat).



Activity-22

Write **this** or **these** in the blank spaces.

Exercise 1 is done for you.

1. (a). This is a ball.



(b). These are balls.



2. (a). _____ is a pen.



(b). _____ are pens.



3. (a). _____ are hens.



(b). _____ is a hen.



4. (a). _____ is a flower.



(b). _____ are flowers.



5. (a). _____ are stars.



(b). _____ is a star.



Write that or those in the blank spaces.
Exercise 1 is done for you.

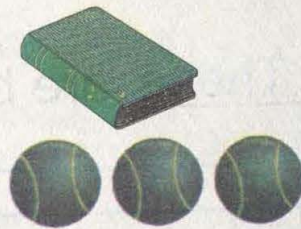
- ★ That is a cat?

Those are dogs.



- ★ _____ is a book.

_____ are balls.



- ★ _____ is a kite.

_____ are pens.



Activity-23

- ★ What is that?

_____ is a kite.



- ★ What are those?

_____ are kites.



- ★ What is that?

_____ is a bird.



- ★ What are those?

_____ are birds.



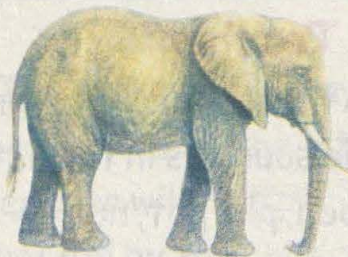
For the Teacher:

- Teach these structures repeatedly for quite a few more days, till the children are thoroughly familiar with the concepts and are able to use them in sentences of their own.

Activity-24

Put these sentences with the right picture.

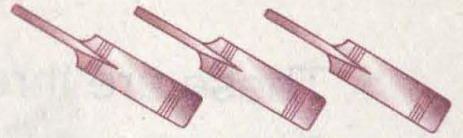
1. These are three girls.
2. This is an elephant.
3. That is a bottle.
4. Those are hens.
5. These are two balls.



How Many?

How many bats are those?

Those are three bats.



How many cups are these?

These are two cups.



How many pens are those?

Those are two pens.



How many pots are these?

These are two pots.



How many tins are those?

Those are three tins.



How many caps are those?

Those are three caps.



How many nuts are these?

These are three nuts.



For the Teacher:

- Help the children to write at least two words with the same middle sound as in the list below:

bat, pen, pin, pot, nut

Example: cat, hat, fat

Shopping

- Rana** : I have no pencils.
Sana : I have no books.
Ali : I have no school bag.
Mother : Come! Let's go shopping.



(They go to the shopkeeper.)

- Mother** : Show me books for class two, please.
Shopkeeper : Yes! Here they are.
Mother : Do you have school bags?
Shopkeeper : Yes! I have.
Mother : Do you have bats and balls?
Shopkeeper : No, I have no balls and no bats.
Mother : Children! Let's go home.

For the Teacher:

- Arrange a small shop in the classroom. The children will play the role of a shopkeeper and customers. They will use the structures learned by them in the textbook. The teacher will help provide more structures and vocabulary items if requested by the children.

Activity-25 Has and Have

Make sentences using **have** or **has**. Remember to use **have** with **I, you, we, they** and **has** with **she, he, it**, or with a name like **Sana**.

Example: I **have** a brother.

He **has** a bicycle.

I		two brothers.
He		two sisters.
She	have	a brother.
Sana	has	a bicycle.
We		many balls.
They		no balls.

Action words

Say the sentence with **I**, then with **You**.

Write the sentence in the space below.

I

I write.

You

You write.

write

read

play

learn

walk

ask

catch

kick

talk

take

give

For the Teacher:

- Make the class read these words with **I**, and then with **you**. Later on the structure is going to be expanded. For example: **I** write English. **We** write English. **I** play football. **We** play football.

he, she, it, they

Amir is a boy.

He is a Muslim boy.

He is a Pakistani boy.



Amina is a girl.

She is a Muslim girl.

She is a Pakistani girl.

It is a cat.

It is a brown cat.

Its name is kitty.



Amir and Amina are brother and sister.

They are Muslims.

They are Pakistanis.

my, his, her

This is my bag.

My bag is blue.



This is my coat.

My coat is red.



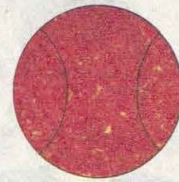
This is my hair.

My hair is black.



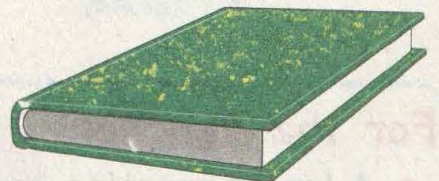
That is his ball.

His ball is red.



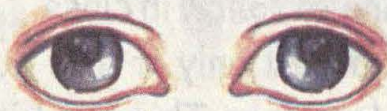
That is her book.

Her book is green.



These are my eyes.

My eyes are black.



Exercise (Oral Practice)

Teacher: Show me your hands.

Student: These are my hands.



Teacher: Show me your teeth.

Student: These are my teeth.

Teacher: Show me your eyes.

Student: These are my eyes.



Teacher: Show me your eyebrow.

Student: This is my eyebrow.

For the Teacher:

- A lot of practice is required in mastering tenses. It is advised, therefore, that verbs of action be used in order to introduce ear-training exercise. This exercise takes the form of commands which the pupils are to follow in class.
- Speech can be learned only if the pupils are trained from the outset to use the language. This is achieved by "Direct Method".

Teacher's Commands

Do as I say.

- Stand up.
- Sit down.
- Come here.
- Sit on the chair.
- Come back.
- Take that book.
- Open your book.
- Go back and sit down.

Whose is this?



Whose cat is this?

This is my cat.

Its name is Kitty.

Its colour is brown.

Whose doll is it?

It is my doll.

Its name is Dolly.

Its colour is pink.



Describing words

This is Amina's house.

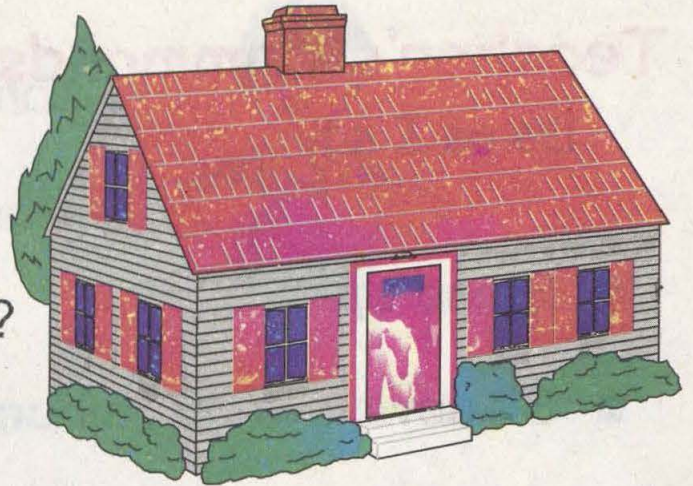
It is a big house.

Its colour is red.

Q. Whose house is this?

Q. What is its colour?

Q. Is it a big house?



This is Ali's house.

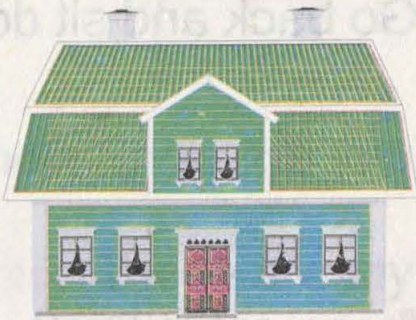
It is a small house.

Its colour is green.

Q. Whose house is this?

Q. What is its colour?

Q. Is it a small house?



Activity-26

Write two words to describe Amina's and Ali's house.

For the Teacher:

- The children should do a lot of writing practice about their pet animals, birds, toys, etc. using, **he, his** (for boys), **she, her**, (for girls).
- Ask students questions like "Who is absent today?" "Whose name is Ali? Stand up Ali" and so on. Let students answer your question and follow the command.
- Use a variety of aids to provide new situations for the children to practise new structures.

Activity-27

Underline the describing words.
Who is this girl?

She is Amina.

She is a Muslim girl.

She is a good girl.

She is a Pakistani girl.



This is Amina's doll.

It is a cute doll.

Its colour is pink.



This is Amina's cat.

It is a nice cat.

Its colour is brown.



Activity-28

Fill in the blanks with the given action and describing words. (studies, likes, brown, good, reads)

1. Amina is a _____ girl.
2. She _____ in class three.
3. She _____ her school.
4. Kitty is a _____ cat.
5. Ali _____ books.

Activity-29

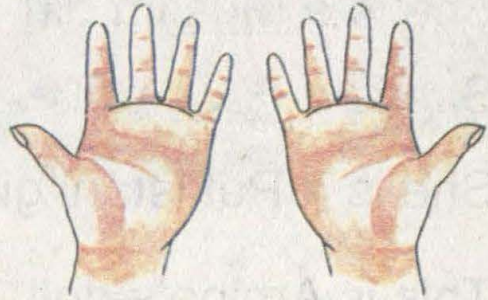
Read these after your teacher.

I have

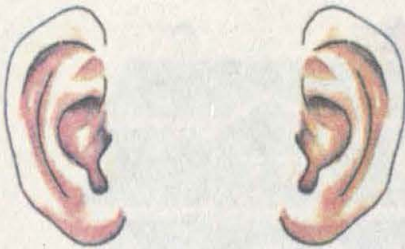
two eyes.



two hands.



two ears.



two legs.

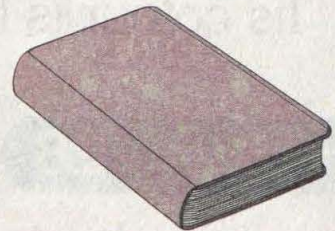


I have

a pen.



a book.



a colour pencil.



For the Teacher:

At this point, the teacher can practise **I have** with other parts of the body e.g. ten fingers, etc. She can then practise "**I have**" with things in a student's bag. e.g. **I have a notebook**. Use words in both singular and plural form and with a proper article a/an.

A Happy Child

My house is red – a little house,
 A happy child am I.
 I laugh and play the whole day long.
 I hardly ever cry.
 I have a tree, a green , green tree.
 To shade me from the sun.
 And under it I often sit,
 When all my play is done.



- Write five words to describe your house (big house, white house).
- Write five words to describe yourself (good, happy).

red describes the house.

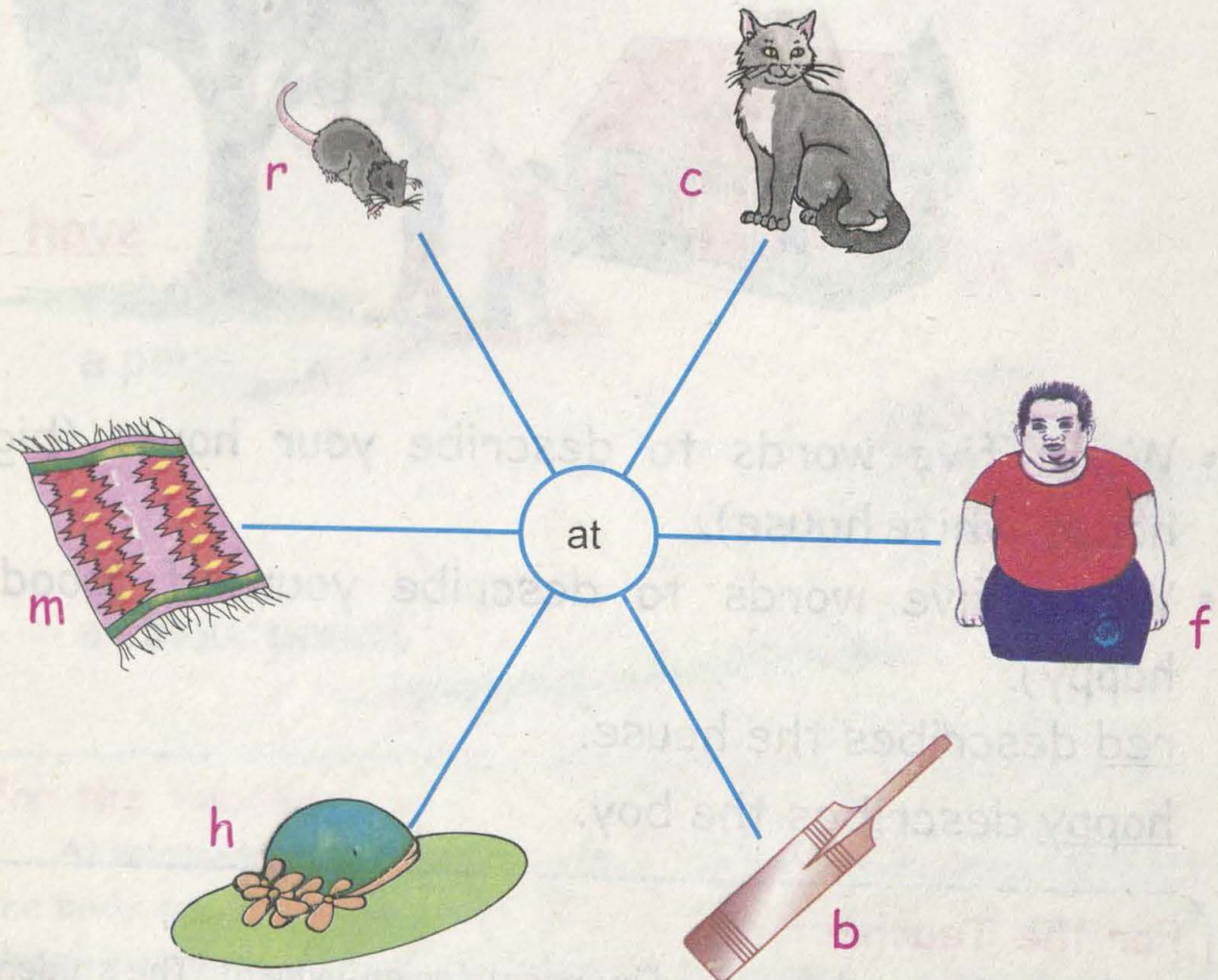
happy describes the boy.

For the Teacher:

- This poem may be learned by heart for enjoyment. The students should learn to enjoy the rhyme. They may be encouraged to find rhyming words in the poem. i.e., I, cry and sun, done.

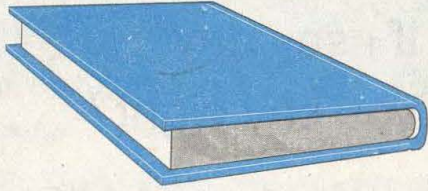


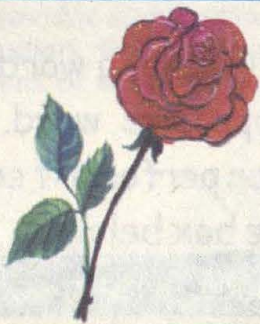
Activity-30**Rhyming words**

Think of as many rhyming words as you can to rhyme with "at" e.g. bat.....



Activity-31

Connect the colours in column 'A' with pictures in column 'B'.
Write words in column 'C'.

A	B	C
red		blue book
green		
black		
blue		

Playing Opposites



If I say big
will you say small?



If I say fast
will you say slow?



If I say day
will you say night?



If I say black
will you say white?



Activity-32

Join the words with the correct statement.

Column A

black

day

white

night

Column B

The colour of milk.

The colour of my hair.

I can see clearly.

I go to sleep.

For the Teacher:

- In the pair group one child will say a word (from the rhyme) the other child will say the opposite word. This activity may be continued till the children can perform it comfortably.

Pair of words are given in the box below:

left, right - black, white - dark, light



Exercise is essential for the body; it makes us feel good all through the day.



Clip your nails on time so that dust does not get stuck in them.
Also, wash your hands and feet regularly.

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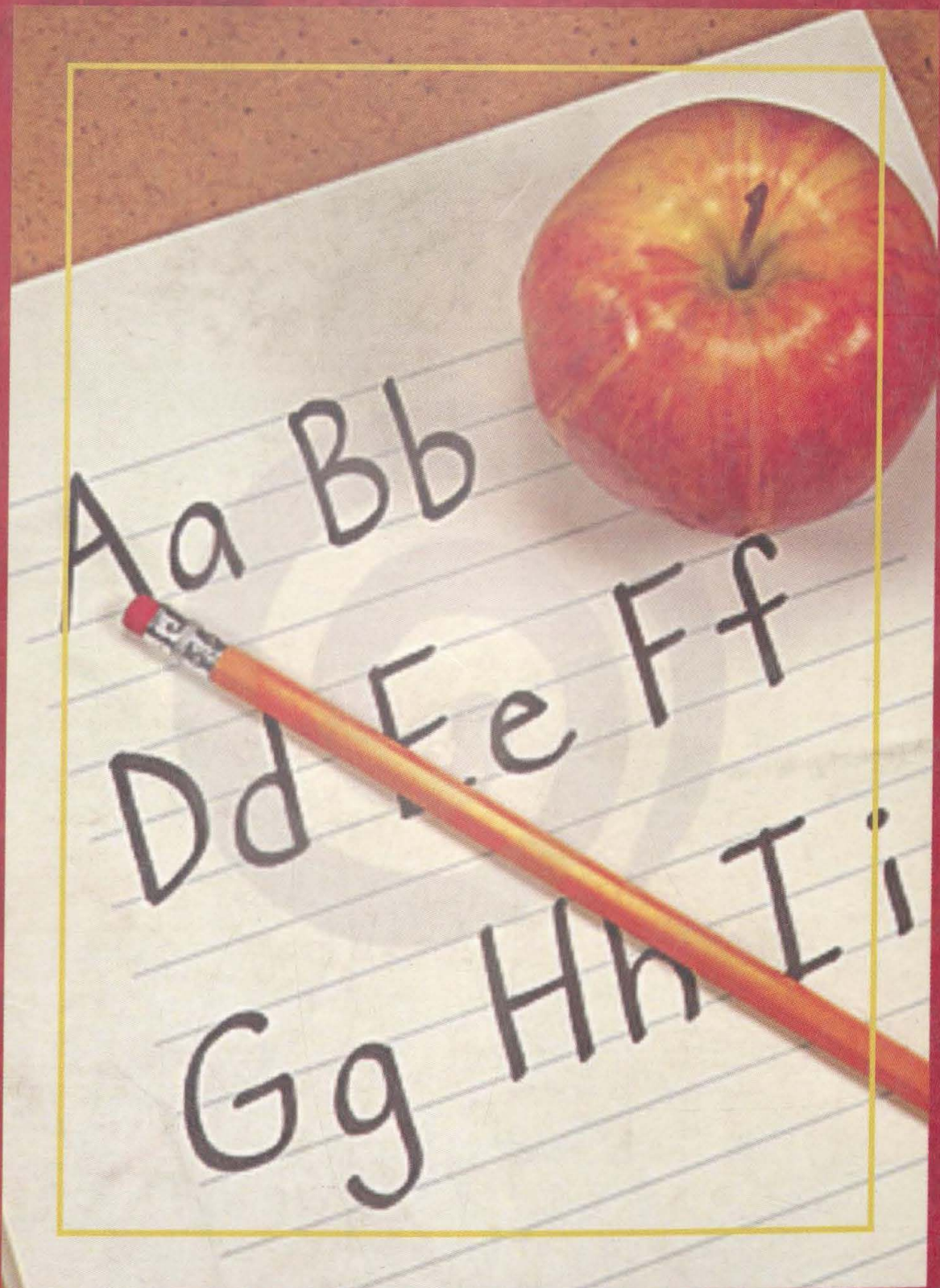


Fax No: 042 - 99230679

E-mail: chairmanptbb@yahoo.com

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